Commission scolaire
Eastern Townships
School Board

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North Hatley Elementary School

Eastern Townships School Board

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2026-2027

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PREAMBLE

The development of an anti-bullying and anti-violence (ABAV) plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures approved by the governing board. In accordance with the *Education Act (EA)*, the rules of conduct must specify, in particular:

- the attitudes and conduct that are required of students at all times;
- the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media;
- the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act.

Furthermore, the rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff. They must also be sent to the parents at the beginning of each school year (*EA*, s. 76). Often outlined in the educational institution's code of conduct, these rules of conduct are intended to ensure the best possible conditions for success and the proper operation of the school. They establish the expected everyday behaviours for fostering community life (e.g. respect, civility). **The objective of the anti-bullying and anti-violence plan is to develop ways of preventing the occurrence of any situation of bullying or violence, and to plan out the actions to be taken when such a situation unfortunately arises.**

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the more widely used term "author," particularly in legal frameworks. The term "instigator" is thus used in this document except when those legal frameworks are cited.

In this template, the term *parent* is used in accordance with the *EA*: "The word 'parent' means the person having parental authority or, unless that person objects, the person having custody de facto of the student" (art. 13, *EA*). We recognize that families take many forms and remain committed to using inclusive language and practices that respect all caregivers and guardians.

Since Bill 40 currently does not apply to English School Boards, ABAV plans are not a legal obligation for adult education and vocational centres. However, the Eastern Townships School Board (ETSB) and our Centre Directors are committed to their implementation. In this template, the term "principal" also applies to Centre Directors, where applicable.

INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the *Education Act* (hereinafter, "*EA*" [CQLR, c. I-13.3]) requires every educational institution to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the *Act Respecting the National Student Ombudsman* (S.Q., 2022, c. 17, hereinafter, "*ANSO*") has led to further amendments to the *EA*.

In particular, the *EA* therefore stipulates the following:

- The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (*EA*, s.96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, they shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (*EA*, s.96.13). The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed (*EA*, s.96.21).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is the victim of bullying or violence (*EA*, s.75.3).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal(*EA*, s.75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The governing board shall see to it that the wording of the document is clear and accessible. The document must indicate that it is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the *ANSO* (*EA*, s.75.1).
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The principal of the school sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (*EA*, s.75.1).
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (*EA*, s.83.1).
- A document reporting on the evaluation must be distributed to the parents, the school staff and the regional student ombudsman (*EA*, s.83.1)

DEFINITIONS

Conflict	*Violence*	*Bullying*
Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.	Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property (*EA*, s. 13).	Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes (*EA*, s. 13).

Acts of Sexual violence

For the National Student Ombudsman, an act of sexual violence is defined as any act involving a sexual component, committed with or without physical contact, including through technological means, toward a student, without their consent or in the presence of a power imbalance. Such an act is likely to raise concern for the safety or development of one, several, or all individuals involved. This act may take the form of gestures, words, attitudes, or behaviors, including those targeting individuals of diverse sexual orientations and/or gender identities.

This definition applies without distinction to student perpetrators aged 12 and over but requires an assessment of reported sexualized behaviors in order to apply it to preschool-aged children or students under 12 years of age. It should be noted that sexualized behaviors exhibited by students under 12, considered either healthy or inappropriate in a school context, are therefore not targeted by this definition.

Racism and Discrimination
Racism: Corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences (Ministère de l’Immigration, de la Diversité et de l’Inclusion, 2015). *Discrimination:* Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right (*Charter of Human Rights and Freedoms* section 10).

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION	
Name of the educational institution	North Hatley Elementary School
Name of the School Board	Eastern Townships School Board
Name of the principal	Tracey Harding
Type of instruction	Elementary
Number of students	92
Other characteristics	• Town in Estrie region • Santé Globale
Values identified in the educational project	• To provide a safe, healthy, cheerful, orderly and cooperative learning environment.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	Students will: • Respect each other and use their voices to bring people up, not down. Staff will: • Create a safe environment where students feel comfortable, are treated fairly, and are prepared for the future with quality instruction. Parents will: • Teach and model respect for all persons and property • Provide nurturance of children's health and basic needs.

INFORMATION ABOUT THE COMMITTEE	
Name of the committee	All staff
Name and role of the person responsible for coordinating the work of the committee (*EA*, s. 96.12)	Principal, Tracey Harding
Members of the committee (*EA*, s. 96.12)	Members of a multidisciplinary team comprised of: - Emily Broadbent (K4 teacher) - Catherine Séguin (K5 teacher) - Richard Williams (Grade 1 teacher) - Crystal Rattai (Grade 2 teacher) - Catherine Barnard (Grade 3 teacher)

<table>
<tr><td></td><td>- Audrey Wojciech (Grade 3-4 teacher)
- Rachel Gaudreau (Grade 5-6 teacher)
- Marie-Andrée Racine (FSL)
- Chloé Marion (Physical Education teacher)</td></tr>
<tr><td>Mandate of the committee</td><td>Mandate: Our mandate is to follow the strategies and protocols in place to maintain a safe and secure environment.

Objectives and means:

The committee will provide:
● A tracking/incident binder for staff that is available to write any behaviour incident occurring throughout the day to increase communication and reporting between staff members, professionals and/or parents
● School-wide assemblies on bullying, kindness, accepted behaviours
● An Oasis space
● Teachers collect students after each bell (attachment approach)
● Responsibility room
● Restorative approach
● Circle Talks</td></tr>
<tr><td>Frequency of committee meetings</td><td>A minimum of three (3) meetings per school year is recommended. Include dates below.<table><tr><td>Fall</td><td>Oct 1st, 2026</td></tr><tr><td>Winter</td><td>Feb 2027</td></tr><tr><td>Spring</td><td>May 2027</td></tr><tr><td>Other</td><td>June 25, 2027</td></tr></table></td></tr>
</table>

UNDERTAKING OF THE PRINCIPAL (*EA*, s.75.2)

Toward the student who is the victim and their parents	After considering the best interest of the students directly involved, the principal is committed to ensuring that the following undertakings will be carried out: ● Educational measures for the perpetrator: The perpetrator writes a personal reflection on the events that occurred and presents this reflection to the principal ● For students involved in recurring incidents: The school team will establish an intervention plan

	● The staff reaches out to the psychoeducator to teach student conflict resolution to a classroom ● The Principal and/or staff member regularly checks in with the individuals involved to make sure the acts of violence and bullying have ceased ● The Principal and staff member maintain an ongoing cooperation with parents
Toward the instigator and their parents	After considering the best interest of the students directly involved, the principal is committed to ensuring that the following undertakings will be carried out: ● Will have out of school suspension (Major Incident), with meeting with Principal before return to school ● The principal will have a meeting with the parent(s) and student the morning of his/her return to school ● The Principal and staff member maintain an ongoing cooperation with parents

ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (*EA*, s. 75.1)

ANALYSIS OF THE SITUATION (OVERVIEW)	
Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)	
Time of data collection, tool(s) used to produce the overview and information gathered	Tool used:**Incident Report Binder/Responsibility Room** Date(s) of data collection: Ongoing/ daily Tool used:**Classroom Behaviour Pyramid** Date(s) of data collection: Ongoing/ daily Tool used:**Bus Incident Reports** Date(s) of data collection: Ongoing Tool used:**Survey Results** Date(s) of data collection: April 2027 Tool used:**Education Project** Date(s) of data collection: May 2028
Findings from the analysis of the current situation	Strengths:
	Areas to improve:
Priorities in relation to the overview and the analysis of the situation	Priority 1: Keep the children safe; Reduce number of incidents
	Priority 2: Create a safe environment; Increased sense of belonging
	Priority 3: Offer emotional support to those in need; Reduced levels of anxiety
	Priority 4: Social Emotional Learning/Growth
	Priority 5: Zones of Regulation Instruction

Sexual Violence	
Findings with respect to sexual violence, if applicable	Findings: No complaints have come forward at this time.
Priorities in relation to the overview and	Priorities:

the analysis of the situation with respect to sexual violence, if applicable	• Training for staff • Training and activities for students • Clear intervention protocol • Follow-up interventions put in place

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
Findings with respect to bullying or violence based on the aforementioned motives, if applicable	Findings: No complaints have come forward at this time.
Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable	Priorities: • Raise awareness of the impact of bullying or violence based on motives related, in particular, to skin colour and ethnic or national background • Promote inclusion, respect, and appreciation of diversity within the school community

PREVENTION MEASURES

Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (EA, s. 75.1, para. 3, subpara. 2)

Prevention measures to prevent and put an end to all forms of bullying or violence at school	**The school implements the following measures to prevent bullying and violence:** • Ensure training is provided. • Follow the Culture and Citizenship in Quebec (CCQ) program. • Cover PSEC content • SQ School Outreach Officer (Officer Jessie) • Open and ongoing communication among staff on a daily basis • Circle Talks • Responsibility Room • Oasis • School Nurse • Sexual Education Program **Practices to enhance:** • The staff will review the NHES code of conduct and revise safety measures on a regular basis.

	• The NHES staff members will keep planning, organizing and facilitating recess and lunch hour activities (noon hour sports, clubs). • The staff will help provide the children with material and equipment for students to use for outside recess and noon hour. • Teachers will meet and greet their students during transitions in a timely fashion. • Analysis of SEL wellness survey (staff and students) **New practices to be established** • Presentations to explain the difference between tattling and reporting with our Psychoeducator • Dramatize situations with students involvement, focusing on conflict resolution • Create ELA-Ethics academic lessons based on books on a specific topic • Staff training and support with the Developmental-Attachment based approach and SEL • Shine presenters • Consistency needs to be established for Restorative Practices

Sexual Violence	
Prevention measures put in place with regard to sexual violence	The school implements the following measures to prevent sexual violence: • Training provided by the MEQ when available • SQ School Outreach Officer (Officer Jessy, Officer Fanny and Sergeant Bellerose) • Discussions done by the school nurse • Classroom teachers (MEQ Sexual Education Program) • Shine • Sexual Violence Hotline 1-883-933-9007 • Stephanie Mitelman • Training by the Marie-Vincent Foundation • Oasis • Psychoeducator intervention (Noemie Caya) • CSSS Social Worker • SET
	Measures addressing the area(s) of concern aimed at putting an end to all forms of sexual violence: • SQ School Outreach Officer (Officer Jessy, Officer Fanny and Sergeant Bellerose) • Open and ongoing communication among staff on a daily basis • Shine presenters

	• Circle talks • Responsibility room • Oasis • Classroom teachers (sexual education program) • Restorative Approach
	Current practices and practices to enhance • https://docs.google.com/forms/d/e/1FAIpQLSerb6n3RtrIA-XQTaSeNS3lc5rHpqwxpRrjkCFb5OvL2UdDkA/viewform • Principal makes a signalment to DYP after speaking with student • If the student is under 14 years of age, the principal also informs their parent/guardian of that option • If a student is 14 years of age or over, the principal may inform their parent/guardian of that option with the student's consent.(art. 96.12 QEA) After Reporting: • Provide counselling with internal/external partners
Intervention Protocol: **For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the Director prior to applying the intervention protocol (Element 5) and the Supervisory and Support Measures (Element 7) mentioned herein. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow.*	Current practices • Notify admin • Call DYP • Notify nurse and social worker • Remove students from harmful situation (if occurred at school) • Notify parents of both parties • Discussion with victim/perpetrator/witnesses
	Practices to enhance • Clear protocol (of incidents that occur at school AND reported to us from outside of school) • Follow-up interventions by social worker/nurse • Nurse to teach students how to identify sexual violence (call once a form of sexual violence has occurred)

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
Prevention measures put in place with regard to bullying or violence based on the aforementioned motives	Current practices • SQ School Outreach Officer (Officer Jessie, Officer Fanny and Sargent Bellerose) • Open and ongoing communication among staff on a daily basis

	● Circle Talks ● Responsibility Room ● Oasis ● School Nurse ● Sexual Education Program
	Practices to enhance ● The staff will review the NHES code of conduct and revise safety measures on a regular basis. ● The NHES staff members will keep planning, organizing and facilitating recess and lunch hour activities (noon hour sports, clubs). ● The staff will help provide the children with material and equipment for students to use for outside recess and noon hour. ● Teachers will meet and greet their students during transitions in a timely fashion. ● Analysis of SEL wellness survey (staff and students)
	New practices to be established ● Presentations to explain the difference between tattling and reporting with our Psychoeducator ● Dramatize situations with students involvement, focusing on conflict resolution ● Create ELA- Ethics academic lessons based on books on a specific topic ● Staff training and support with the Developmental-Attachment based approach and SEL ● Shine presenters

Other information	
Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution	ETSB sanctions its schools to carry out additional measures to promote equity, diversity and inclusion with their school community and their partners. We commit to: ● Attend workshops from the board - to provide workshops and training on inclusive practices, anti-bias education, and cultural competency ● Organize assemblies (Friday mornings), classroom discussions in CCQ, and projects that celebrate diversity, promote respect, and address stereotypes ○ (clubs, black history month, orange shirt day, pride month etc) ● Inform parents about the school's initiatives and ways to support inclusion in our monthly newsletter or facebook page (school one or classroom page)

COLLABORATION WITH PARENTS

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (EA, s. 75.1, para. 3, subpara. 3)

Measures planned to involve parents and encourage them to collaborate	• All staff members communicate incidents to parents by various means (meetings, conference, emails, and calendar, interim report, report cards, etc…) • Invite parents to the school for different events. • Taking actions towards a common understanding of violence, intimidation and their impact with parents (the NHES staff will provide definitions and the ETSB action plan to Governing Board members (meetings) and parents through emails and the Open House meeting at the beginning of the new school year.

Information to be shared

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (*EA*, s. 75.1).	• Emails to parents • North Hatley Elementary School's website	Uploaded to website upon completion: Target date April 30th
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (*EA*, s 83.1).	• Sent to the board at the end of the school year	
The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (*EA*, s. 76).	• North Hatley Elementary School's website	September

A school board must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (*ANSO*, s. 21).	Parents: ● Open house ● North Hatley Elementary School's website	Open house: September Uploaded to website: September
The required follow-up on any report or complaint concerning an act of bullying or violence.	Practices to enhance ● The principal will have a meeting with the parent(s) and student the morning of his/her return to school	
New practices to be established	● Sign a contract that will show their willingness to demonstrate his/her acceptable behaviour ● Positive Reinforcement: Acts of kindness will be mentioned at every assembly	
Current practices	● The Principal and/or staff member regularly checks in with the individuals involved to make sure the acts of violence and bullying have ceased. ● The Principal and/or homeroom teacher communicates with the parents and the students involved, according to confidentiality procedures. ● The Principal and homeroom teacher maintain an ongoing cooperation with parents. ● The staff members follow school procedures with regards to the events and interventions.	
Practices to enhance	● The Principal keeps an effective and confidential report keeping of all reports.	
New practices to be established	The Principal uses the administrative checklist (refer to the ETSB Action Plan)	

Sexual Violence	
Measures planned to involve parents and encourage them to collaborate	● The NHES staff will write a clear and accessible document that explains the school board's action

	plan and NHES code of conduct to parents on the school's website. ● Awareness campaign for parents on certain topics via facebook page/webpage ● Parent info/info session: Send a pamphlet home explaining the difference between conflict and bullying.

Information to be shared	
A document informing the students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (*ANSO*, s. 21)	Documents in English: Link to the document for Elementary schools Link to the document for High schools Documents in French: Link to the document for Elementary schools Link to the document for High schools
A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (*ANSO*, s. 21).	Examples of where the document can be displayed/made available: ● Main office ● School Website

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
Measures planned to involve parents and encourage them to collaborate	● **Foster True Belonging:** We invite families to school events not just as guests, but as essential partners in building a diverse, anti-racist community. ● **Remove Barriers:** We provide flexible scheduling and translation services to ensure equitable access for every family, regardless of background or language. ● **Honor Diverse Perspectives:** Our events are designed to reflect and celebrate the cultural wealth of our entire student body. ● **Commit to Equity:** We actively dismantle systemic barriers to participation to ensure all parents have a seat at the table.

	• **Inclusive Environments:** We create safe, anti-racist spaces where every family feels seen, heard, and valued. • **Community-Led Engagement:** We prioritize invitations that empower underrepresented voices and foster mutual respect.

Information to be shared	Strategies for sharing this information	Date
Promote equity and inclusion through specifically culturally diverse activities, incorporated into the curriculum and core subjects.	Examples: • Email • Classroom teachers • Newsletters	

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents	- The parents communicate with the homeroom teachers by email or phone to report any act of violence or bullying. - The parents fill out the Bullying Report found on our website and send it to the principal. - There will be incident reports that will be filled out by staff. - Presentation from Officer Jessie on Cyberbullying - School Newsletter - Parent-Teacher meetings - Procedure for confidential reporting of an event from the ETSB Action Plan for continuing to create Safe Schools.

Strategies for sharing these procedures	Strategies: *For students:* ● Include procedures in welcome packages for new students and families arriving mid-year ● Communicate through daily student announcements *For parents:* ● Include in a welcome meeting for parents of students who arrive mid-year ● Post on the school's website ● Include in the document explaining the ABAV plan *For partners (bus drivers, volunteers, others)* ● Report incidents to the principal or their delegate via email, phone call, or in-person meeting *For any person or enterprise providing extracurricular services to students of a school or carrying out a special school project for the provision of services other than educational services must:* ● Inform the principal or their delegate of the school attended by the students directly involved of any act of bullying or violence that they observe

Procedures implemented for registering a complaint	
A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence may follow these procedures to file a complaint:	
Procedures implemented for reporting incidents	Strategies for sharing these procedures
ETSB Person responsible for processing complaints: Secretary General By telephone: 819-868-3100, x:55025 By email: See website direct link	Examples of strategies: ● Ask the secretary or principal to direct you to the resources: On the ETSB website (Link) or phone number (819-868-3100, x:55025).

Sexual Violence	
Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence	
● The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning an act of sexual violence. ● Reporting, or filing a complaint concerning, an act of sexual violence to or with the regional student ombudsman directly is also an option (*ANSO*, s. 33, para. 2). This complaint must be filed in writing (*ANSO*, s. 31): ○ Using the online form: File a complaint if you are dissatisfied with a school service ○ By telephone or text message: 1-833-420-5233 ○ By email: plaintes-pne@pne.gouv.qc.ca	
Other procedures	

A person who is a victim or those close to them may, at any time, report the situation to the police or to the Director of Youth Protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the DYP:	
Contact information for the DYP	Estrie: 819-566-4121 Estrie (toll free): 1-800-463-1029 Montérégie (toll free): 1-800-361-5310
Contact information for the police department	Police station name:Sûreté du Québec, MRC de Memphrémagog Phone No. : 819 868-3666

Strategies for sharing these procedures	
The place(s) where the document is posted in the educational institution	● Main office ● Staff Room
Website of the educational institution, if applicable	● ETSB website ● School's website ● **https://docs.google.com/forms/d/e/1FAIpQLSerb6n3RtrIA-XQTaSeNS3Ic5rHpqwxpRrjkCFb5OvL2UdDkA/viewform**
Other	*In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, in the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the

	Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives	Procedures implemented for reporting incidents: ● Any incident of bullying or violence, including cyberbullying via social media or communication technologies, should be reported to the principal or their delegate ● Reports can be made through email, phone call, or in-person meetings

Strategies for sharing these procedures	
Strategies for sharing these procedures	● The principal will have a meeting with the parent(s) and student the morning of his/her return to school ● The Principal and/or staff member regularly checks in with the individuals involved to make sure the acts of violence and bullying have ceased. ● The Principal and/or homeroom teacher communicates with the parents and the students involved, according to confidentiality procedures. ● The Principal and homeroom teacher maintain an ongoing cooperation with parents. ● The staff members follow school procedures with regards to the events and interventions.

CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 6)

Measures implemented to protect confidentiality:
- Parent complaints received by the secretary and transferred to the Principal
- Incident reports filled out by staff on recess duty and/or noon hour supervisors
- Reports are kept in a binder which stays in the staff room
- Have a school meeting with parents of students involved in an incident

• Continue communicating with parents through phone calls, emails (printed copy to stay in file). • Forms available on website to be sent to the Principal after being filled out by staff who witnessed the event.
Information concerning students involved in the situation must be treated with confidentiality. For example, information on the nature of the actions or measures taken by or toward the student who is the instigator may not be sent to the parent(s) of the student who is the victim.

Sexual violence	
Confidentiality measures* to be put in place in the event of an act of sexual violence	• Notify admin • Call DYP • Notify nurse and social worker • Remove students from harmful situation (if occurred at school) • Notify parents of both parties • Discussion with victim/perpetrator/witnesses
* In accordance with the *Youth Protection Act,* hereinafter "*YPA*" *(*…) any employee of an institution, any teacher, any person working in a childcare establishment or any policeman [including members of an order, except lawyers or notaries] who, in the performance of his duties, has reasonable grounds to believe that the security or development of a child [including all situations of sexual abuse] is or may be considered to be in danger (…) must bring the situation to the attention of the director [DYP] without delay (*YPA*, s. 39 & 41).	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
Confidentiality measures to be put in place in the event of an act of bullying or violence based on the aforementioned motives	• Notify admin • Call DYP • Notify nurse and social worker • Remove students from harmful situation (if occurred at school) • Notify parents of both parties • Discussion with victim/perpetrator/witnesses • Clear protocol (of incidents that occur at school AND reported to us from outside of school) • Follow-up interventions by social worker/nurse • Nurse to teach students how to identify sexual violence (call once a form of sexual violence has occurred)

ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence or when a report or complaint is sent to the institution by the regional student ombudsman (EA, s. 75.1, para. 3, subpara. 5)

General information:
The actions to be taken must be adapted to the situation.

Actions to be taken by a student who is a witness or a confidant	Students are encouraged to: ● Report the situation to an adult (teacher, integration aide, daycare, principal, parent, etc.). The adult will guide them and help keep everyone safe.
Actions to be taken by a staff member who is a direct witness or a confidant	Any staff member who is a direct witness or a confidant of an act of bullying or violence must (items 1-4): 1. Respond- Intervene immediately 2. Reassure- Ensure safety of all school community parties and partners 3. Report- To the principal, or their delegate 4. Review- Establish frequent check-ins, maintain communication and ongoing support as needed (Link to poster) **In addition, if a measure of control is required, staff must follow the procedures outlined in the school's or student's safety plan.*
Actions to be taken by the person responsible for follow- up, as delegated by the principal	Actions to be taken by the person responsible for the follow-up, as delegated by the principal: ● Acknowledge the incident ● Gather information objectively ○ Meet promptly and separately with the individuals involved ● Make a plan to ensure safety ● Consider the best interest of the student directly involved, before contacting their parent(s) to inform them of the situation ● Implement appropriate support and supervisory measures ● Record information while respecting confidentiality measures listed above ● Make a report to the DYP, if necessary, and inform the principal (a checklist is available, if needed) ● Ensure follow-up **Follow the specific actions outlined in the next section if the incident involves sexual violence*

School principal: On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school board for that purpose (*EA*, s. 96.12).
Name and contact information: Refer to the principal
Note: The principal must be informed when a situation involves a staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual Violence	
General information: The actions to be taken must be adapted to the situation.	
Actions to be taken when an act of sexual violence is observed	
By a student who is a witness or a confidant	In addition to the general guideline, students are encouraged to: ● Report the incident immediately to an adult (teacher, integration aide, daycare, principal, parent, etc.) recognizing the sensitive and urgent nature of sexual violence ● Refrain from sharing details of the incident with peers to prevent further harm to the victim ● Seek counsel from a staff member if needed
By a staff member who is a direct witness or a confidant	In addition to the general guideline any adult in the educational institution who receives information concerning a situation of sexual violence must: ● Reassure the student that the situation is being taken care of ● Listen to the student and allow them to speak freely at their own pace, while respecting their silences ● Refrain from attempting to steer the conversation. If needed, only ask open-ended questions, such as "Tell me more about…" ● Take note of what the student as well as the adult confidant say immediately after meeting with the

	victim ● Inform the principal of the educational institution ● Immediately report the situation to the DYP by calling the following number: ○ Estrie: 819-566-4121 ○ Estrie (toll free): 1-800-463-1029 ○ Montérégie (toll free): 1-800-361-5310
By the person responsible for follow-up, as delegated by the principal	In addition to the general guidelines, the person responsible for follow-up, as delegated by the principal, must: ● Avoid having the student repeat their disclosure multiple times ● Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (*EA*, s.96.12) ● Acknowledge the incident ● Gather information objectively ○ Meet promptly and separately with the individuals involved ● Make a plan to ensure safety ○ Consider the best interest of the student directly involved, before contacting their parent(s) to inform them of the situation ● Implement appropriate support and supervisory measures ● Record information while respecting confidentiality measures ● Inform the principal and make a report to the DYP, if necessary (checklist available, if needed) ● Principal reports to DG (Form) ● Ensure follow-up Other actions, if needed: ● SET Actions: Meet with victim to establish a plan and a schedule for intervention ● Regular check-ins with the victim to see if the situation has stopped or is ongoing. ● Check-in to see with the victim to see if there are ongoing emotional difficulties. ● Check-in with teachers to see if the victim is impacted in class (socially and/or academically)

	• Check-in with parents to determine the psychological needs of the victim and suggest professional assistance if appropriate. • Meet with the Principal and School Psychoeducator on a bi-weekly/monthly basis to share pertinent information.
In accordance with the *YPA* (CQLR, c. P-34.1) any school staff member is required to report without delay to the DYP any situation covered by the *YPA* that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to report without delay to the DYP any situation of sexual abuse or physical abuse (*YPA*, ss. 39-39.1). The confidentiality of the identity of the persons who report a situation to the DYP is guaranteed (*YPA*, s.44). In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents of that option, and if the student is 14 years of age or over, the principal may also inform his or her parents of that option, with the student's consent (*EA*, s.96.12).	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
***The actions to be taken must be adapted to the situation.* Actions to be taken when an act of bullying or violence based on the aforementioned motives is observed**	
By a student who is a witness or a confidant	In addition to the general guideline, a student who is a witness or a confidant must: • Refrain from repeating offensive language or sharing details of the incident with peers to prevent further harm to the victim
By a staff member who is a direct witness or a confidant	In addition to the general guidelines, a staff member who is a direct witness or a confidant must: • Intervene in the event of discriminatory statements or actions by raising everyone's awareness of the consequences of these statements • Ensure a consistent and fair application of the school's code of conduct and rules of conduct.

By the person responsible for follow-up, as delegated by the principal	In addition to the general guidelines, the person responsible for follow-up, as delegated by the principal, must: ● Acknowledge the incident ● Gather information objectively ○ Meet promptly and separately with the individuals involved ● Make a plan to ensure safety ○ Consider the best interest of the student directly involved, before contacting their parent(s) to inform them of the situation ● Implement appropriate support and supervisory measures ● Record information while respecting confidentiality measures ● Inform the principal and make a report to the DYP, if necessary (checklist available, if needed) ● Ensure follow-up
Other information concerning the actions to be taken when an act of bullying or violence is observed	When an act of bullying or violence is observed: ● Refer students to the appropriate resource: ○ **Responsibility Room** and/or **Oasis**. ● Teachers should be facilitating **Circle Talks.** ● Open and ongoing communication among staff on a daily basis

SUPERVISORY AND SUPPORT MEASURES

Supervisory and support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator (EA, s. 75.1, para. 3, subpara. 7)

General Information:
- Supervisory and support measures must be adapted to the situation.
- It is the responsibility of every staff member to use challenging situations as opportunities to support students in developing social and emotional skills, accepting responsibility for their actions, and understanding the impact of their choices on others.

For the student who is the victim	General measures for the student who is the victim: ● Ensure a safe, caring, and trusting climate during interventions ● Implement appropriate measures to protect the safety of the victim and the school community ● Facilitate a meeting with a designated staff member to listen, assess needs, and provide

	support ● Offer individual or group support tailored to the student's needs: ○ Trauma-informed supports ○ Social and emotional skills development ● Refer to professional resources within the school or school board, as appropriate ● Establish a written intervention plan to address the situation, including steps to prevent recurrence and ensure ongoing safety ● Refer to external partners as needed, including: ○ DYP ○ Integrated University Health and Social Services Centre/Integrated Health and Social Services Centres (fr. CIUSSS/CISSS Estrie) ○ La Sûreté du Québec (SQ) ● Maintain confidentiality of the victim's identity, the situation, and remind the student to do the same ● Monitor and follow up after the situation has been addressed to ensure ongoing safety and support ● Refer the victim to the Oasis
For the student who is an instigator	General measures for the student who is the instigator: ● Ensure a safe, caring, and respectful climate during interventions ● Implement appropriate measures to protect the safety of the victim, the instigator, and the school community ● Facilitate a meeting with a designated staff member to discuss the incident, assess contributing factors, and outline expectations for behavior change ● Offer individual or group support tailored to the student's needs: ○ Trauma-informed supports ○ Social and emotional skills development ○ Activities to practice expected behaviours ● Refer to professional resources within the school or school board, as appropriate ● Establish a written intervention or behavior plan to address the situation, with clear steps, consequences, and supports to prevent recurrence

	● Refer to external partners as needed, including: ○ DYP ○ CIUSSS/CISSS Estrie ○ La Sûreté du Québec (SQ) ● Maintain confidentiality of all individuals involved, and remind the student to do the same ● Monitor and follow up regularly to support positive behavior change and ensure the safety of the school community ● Refer the instigator to the responsibility room and Oasis (if applicable).
For witnesses	General measures for students who are witnesses: ● Ensure a safe, caring, and respectful climate during interventions ● Acknowledge and validate the student's experience as a witness or confidant. ● Facilitate a meeting with a designated staff member to provide reassurance and answer questions, while maintaining confidentiality ● Offer individual or group support tailored to the student's needs: ○ Reassurance ○ Debriefing supports ● Provide clear guidance on appropriate reporting ● Establish a written intervention plan to address the situation, including steps to prevent recurrence and ensure ongoing safety ● Refer to professional resources within the school or school board, as appropriate. ● Establish follow-up check-ins to ensure the student continues to feel safe and supported ● Maintain confidentiality of all individuals involved and remind witnesses to do the same ● Refer to external partners as needed, if the witness requires additional support (e.g., in cases of trauma) ● Refer the witnesses to the Oasis (if applicable)
Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in	

accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual violence	
Supervisory and support measures established and put in place following a needs analysis in relation to an act of sexual violence	
For the student who is the victim	In addition to the general measures for the student who is the victim of an act of sexual violence: ● Apply trauma-informed practices to ensure disclosures are handled with sensitivity, respect, and without judgment ● Clearly explain the limits of confidentiality (e.g., legal duty to report to the DYP or police where applicable) ● Provide access to specialized support services (e.g., Marie-Vincent Foundation, Centre d'aide aux victimes d'actes criminels (CAVAC), if needed
For the student who is an instigator	In addition to the general measures for the student who is the instigator of an act of sexual violence: ● Ensure interventions are consistent with legal obligations and disciplinary measures ● Provide access to specialized support services (e.g., Marie-Vincent Foundation, Centre d'aide aux victimes d'actes criminels (CAVAC), if needed
For witnesses	In addition to the general measures for the students who are witnesses of an act of sexual violence: ● Provide reassurance and reinforce safe and appropriate reporting pathways ● Offer debriefing or counseling if the witness is distressed by what they observed or by a disclosure

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background	
Supervisory and support measures established and put in place following a needs analysis in relation to an act of bullying or violence based on the aforementioned motives	
For the student who is the victim	In addition to the general measures for the student who is the victim of an act of bullying or violence based on motives related, in particular, to skin colour and ethnic or national background: ● Acknowledge and validate the harm caused by

	racism or discrimination ● Ensure staff use respectful and bias-free language during interventions and documentation ● Provide access to culturally sensitive supports (e.g., community resources, or professionals with expertise in equity and diversity) ● Apply trauma-informed measures that support student well-being, taking into account the compounded impact of racial or ethnic discrimination
For the student who is an instigator	In addition to the general measures for the student who is the instigator of an act of bullying or violence based on motives related, in particular, to skin colour and ethnic or national background: ● Address biased or discriminatory attitudes directly during interventions ● Provide education on equity, diversity, and inclusion to support long-term behavioural change ● Refer to professional resources for individualized support, if needed, and/or if there are repeated or severe incidents
For witnesses	In addition to the general measures for the students who are witnesses of an act of bullying or violence based on motives related, in particular, to skin colour and ethnic or national background: ● Validate the witness and acknowledge the importance of their role in reporting ● Provide guidance on how to safely intervene or support peers in the future ● Offer debriefing or counseling, particularly if the witness is part of the same marginalized group and experiences vicarious harm
Other information concerning the supervisory and support measures	N/A

DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (EA, s. 75.1, para. 3, subpara. 8)

General information:
The application of disciplinary measures will be determined following an analysis of the incident(s). The severity of bullying and violent acts are measured by their intensity, frequency, consistency, persistence, context, and impact on students.

The severity of bullying or violent acts will be evaluated according to:

- Age and developmental maturity of the students involved
- Nature, frequency and severity of the behaviours
- Relationships of the parties involved
- Context in which the alleged incident(s) occurred
- Patterns of past or continuing behaviours
- Family context
- Other relevant circumstances, such as:
    - Cultural context
    - Trauma history
    - Mental health

It is best practice to apply all disciplinary measures using a trauma-informed and restorative approach, ensuring the safety, dignity, and well-being of all students involved. This approach emphasizes Responsibility, supports the repair of harm caused, and fosters learning from the situation to prevent recurrence

Possible disciplinary measures, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed (may include, but are not limited to):

- Hold a conversation with the student
- Notify parent(s)
- Assign a reflection activity or action
- Implement restorative measures or practices
- Arrange for restitution
- Facilitate mediation or conflict resolution
- Establish a behaviour contract
- Remove privileges
- Assign school detention
- Assign in-school suspension
- Assign out-of-school suspension

Filing a complaint with the police *Youth Criminal Justice Act*:
The *Youth Criminal Justice Act* (S.C. 2002, c. 1) governs the justice system when an adolescent aged 12 to 18 breaks a federal law or is suspected of having committed a criminal offence. The criminal justice system for adolescents encourages rehabilitation and reintegration. The educational institution may be responsible for the enforcement of extrajudicial sanctions applicable to people who are instigators of violence in school contexts.

Sexual Violence

Possible disciplinary measures, in the event of sexual violence, determined according to an analysis of the situation as well as the *nature*, *severity* and *frequency* of the acts committed:

In addition to the general disciplinary measures:

- Apply disciplinary measures proportional to the severity and frequency of the behaviour

- Implement trauma-informed interventions that emphasize accountability and prevent re-traumatization of the victim
- Provide educational supports on consent, boundaries, healthy and egalitarian relationships
- Engage the student in restorative practices, if appropriate, to repair harm.
- Follow mandatory reporting obligations and legal requirements (e.g., DYP or police)
- Monitor progress and follow up to ensure behavioural change and ongoing safety of the school community

If legal proceedings have taken place and a student was found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Possible disciplinary measures, in the event of bullying or violence based on the aforementioned motives, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed:

In addition to the general disciplinary measures:

- Apply disciplinary measures proportional to the severity and frequency of the behaviour
- Implement trauma-informed interventions that emphasize accountability and prevent re-traumatization of those victimized by the behaviour
- Provide educational supports, such as anti-racism and anti-discrimination workshops, or guided discussions, to prevent recurrence
- Engage the student in restorative practices, if appropriate, to repair harm
- Ensure the safety, dignity, and well-being of those affected by the disciplinary measures
- Monitor for disproportionate impacts on students from specific cultural or racial backgrounds and adjust strategies to prevent inequity

FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 9)

Measures taken to follow up on any report or complaint concerning an act of bullying or violence	Ensure follow-up measures are ongoing: ● Document the event(s) ● Communicate with all parties involved, as needed ● Verify the situation has been resolved ● Monitor all students involved to assess their well-being ● Confirm the completion of disciplinary measures for all parties concerned ● Refer parent(s) to the complaints procedure, should they express dissatisfaction

For each complaint received concerning bullying or violence, the principal shall, as soon as possible,

send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken (*EA*, s. 96.12).

Sexual violence

Measures taken to follow up on any report or complaint concerning an act of sexual violence.

In addition to general follow up measures:

- Monitor the safety and well-being of those affected, ensuring trauma-informed support continues
- Confirm that protective measures (e.g., safety plans, supervision) remain effective
- Follow up with parent(s) while clearly explaining any limits of confidentiality or mandatory reporting obligations (e.g., DYP or police)
- Adjust support or interventions as needed to prevent re-traumatization and ensure ongoing safety

For each report received relating to an act of sexual violence, the principal shall, as soon as possible, send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken (*EA*, s. 96.12). The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman (*EA*, s.96.12).

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures taken to follow up on any report or complaint concerning an act of bullying or violence based on the aforementioned motives:

In addition to general follow up measures:

- Monitor affected students to ensure they feel safe, supported, and free from further discriminatory behaviour
- Confirm that disciplinary measures have been applied fairly and equitably
- Provide additional educational or restorative supports for the instigator and the school community, as needed, to address bias and prevent recurrence
- Evaluate outcomes to ensure no disproportionate impact on students from specific cultural or racial backgrounds

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements prescribed above, a separate section of the anti-bullying and anti- violence plan must be for sexual violence. That section must include the following elements (EA, s.75.1)	
Compulsory training activities for management and other personnel	Compulsory training activities: ● Extra-Curricular Staff Training Capsule Optional: ● *Training for the school network on bullying and violence* (online training provided by the MEQ, French only, with English subtitles)
General information: Prevention measures aim to change attitudes, behaviours, and school culture in order to reduce the likelihood of sexual violence occurring in the first place. Safety measures, by contrast, aim to change the environment and procedures to limit opportunities for sexual violence and to ensure safety in daily school life. While they cannot address every context, safety measures strengthen protection within the school community and complement prevention initiatives.	
Safety measures to stop sexual violence	Safety measures: ● Ensure supervision of student facilities without compromising privacy ● Provide supervision in high-risk areas (e.g., stairwells, hallways, and playgrounds) particularly during unstructured times ● Ensure controlled access to isolated or unused spaces (e.g., storage rooms, empty classrooms) by locking them or limiting entry ● Maintain professional boundaries by avoiding staff-student communication outside school hours (social media, texting, email)

RESOURCES

Government of Quebec resources:	
Government of Quebec: *Government resources and initiatives to prevent and address violence and bullying.*	🌐Government of Quebec: Violence and bullying
Ministère de la famille du Québec: *Provincial ministry offering programs and resources to support families, children, and youth wellbeing.*	🌐Ministère de la famille - Québec
Non-consensual Sharing of Intimate Images: Victim Support Form (Quebec): *Has someone shared or threatened to share intimate images of you without your consent? You can seek recourse under the Act to counter non-consensual sharing of intimate images.*	File an application for an urgent order to cease or prevent the sharing of an intimate image by filling out a simple form that will be urgently processed by a Court of Québec judge or a presiding justice of the peace. **With the consent of students aged 14–17, any adult can complete the form on their behalf.* 📄Non-consensual sharing of an intimate image
Plan de prévention de la violence et de l'intimidation dans les écoles 2023-2028: *Quebec's action plan guiding schools in preventing and reducing bullying and violence.*	📄Bottin des ressources pour le personnel scolaire (French only)
Other resources:	
Canadian Centre for Child Protection: *Organization dedicated to protecting children from exploitation and abuse.*	🌐Canadian Centre for Child Protection
Cybertip: *Canada's national tipline for reporting the online sexual exploitation of children.*	🌐Cybertip
Éducaloi: *Making the law accessible, easy to understand, and easy to use in everyday life.*	Quebec's new expedited legal recourse to stop the spread of intimate images shared without consent: 🌐Stop the Spread: A New Way to Counter Non-consensual Sharing of Intimate Images
Kids Help Phone: *24/7 support service offering listening, resources, and crisis help for young people.*	🌐Kids Help Phone 📞1.800.668.6868 📱686868 (Text-HELLO)
MediaSmarts:	🌐Media Smarts

Canada's center for media and digital literacy, helping youth develop critical thinking about media.	
My Power Over Bullying: *Guide for parents of children ages 6 to 17, filled with tips, tools and resources to deal with bullying with compassion.*	🌐Benado - Mon pouvoir sur l'intimidation
Promoting Relationships and Eliminating Violence Network (PREVNet): *National initiative focused on bullying and violence prevention through education and research.*	🌐Promoting Relationships and Eliminating Violence Network (PREVNet)
Renfort Support Line: *Telephone support service for families and school teams affected by gun violence.*	🌐Renfort Support Line 📞1.833.863.6363 (All of Québec)
Sexual Violence Helpline: *Telephone support and referral service for anyone affected by sexual violence. Services are confidential, free of charge, and offered in French and English.*	🌐Sexual Violence Helpline 📞1.888.933.9007
SQ: *Sureté du Québec police service, offering resources and interventions related to violence and public safety.*	🌐Sureté de Québec 📞1.819.564.1212
Tel-jeunes: *Its mission is to guide Quebec's youth through their everyday discoveries, first experiences, questions, and difficulties.*	🌐Tel-jeunes 📞1.800.263.2266 📱514.600.1002

OTHER IMPORTANT INFORMATION

Date of approval of the anti- bullying and anti-violence plan by the governing board (*EA*, s. 75.1):	October 1st, 2026
Resolution number	#AC2025-2026-2
Date of annual evaluation of the results by the governing board (*EA*, s. 83.1)	June 1st, 2027
Date of annual review of the anti-bullying and anti-violence plan (*EA*, s. 75.1)	June 8th, 2027
Principal's signature	Tracey Harding
Date	October 1st 2026
Signature of the person who chairs the governing board	Nicole Xenospoulos
Date	October 1st 2026



Québec